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ABSTRACT

The curricular framework for Maryland's elementary and secondary school second language programs is designed to assist administrators and teachers in planning, developing, and implementing language curricula. It provides a broad outline from which local systems can plan comprehensive curricula, develop a local philosophy, define local goals and subgoals, develop a local scope and sequence, evaluate attainment of goals, and identify content and instructional strategies. The first section outlines the guiding philosophy of foreign language education in relation to society, the student, and the overall curriculum. The second section contains two broad goal statements for three types of language curriculum (modern foreign language, classical languages, and exploratory language) and a set of subgoals and behavioral expectations for each curriculum type. The third section describes the development and use of goals, subgoals, and expectancies in preparation of scope and sequence statements and instructional units and in evaluation of curricula. Examples are offered. Membership lists for the state foreign language framework task force, teacher subcommittees, and liaison committee are appended. (MSE)

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A MARYLAND CURRICULAR FRAMEWORK

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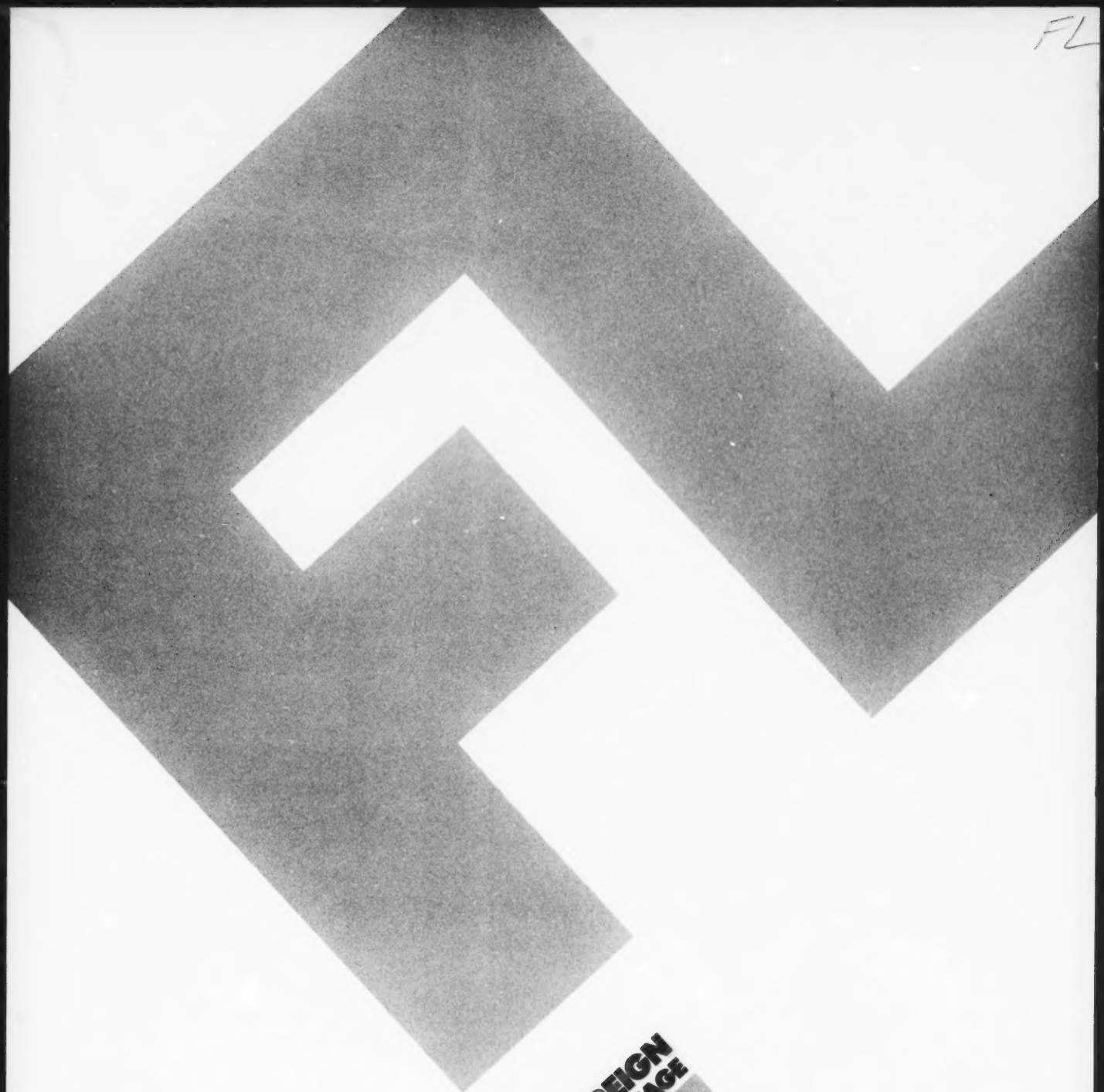

FOREIGN LANGUAGE

A MARYLAND CURRICULAR FRAMEWORK

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Sincere appreciation is extended to the following who also contributed to the production of this document:

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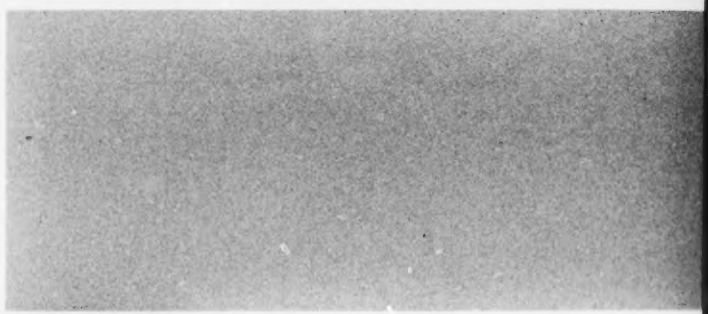
FOREWORD

In a constantly changing and increasingly interdependent world, it is more critical than ever that we have an understanding of other cultures and an ability to speak other languages. Language skills and cultural understanding are needed to develop an informed citizenry as well as to function in the international and domestic marketplace.

In view of these developments, schools must take seriously their responsibility to develop an international perspective in all students. We can no longer afford to teach only grammar and literature in our foreign language courses. We need to emphasize the ability to communicate in realistic and culturally appropriate settings in all four skill areas: listening, speaking, reading, and writing.

The curricular framework set forth in this document provides direction for such a comprehensive approach to foreign language education in Maryland. It is our goal to produce citizens capable of communicating in the complexities of our global society.

Joseph L. Shilling
State Superintendent of Schools



PREFACE

During the last few decades, we as a nation have become increasingly aware of our interdependence with other countries and our need to compete in a global economy. Never before has it been so important for students to have an in-depth understanding of other languages and other cultures.

In response to this concern, the Maryland State Board of Education, through the State Superintendent of Schools, formed a foreign language framework task force charged with developing goals for a comprehensive foreign language program. The appointed task force convened several groups for assistance in drawing up the present document. A group of modern and classical foreign language teachers met to develop the original framework; a second group of Maryland's foreign language educators revised the original framework; national experts in foreign language education reviewed the draft framework; the Maryland State Department of Education awarded grants to five local school systems to assist in evaluating the framework by matching their own local curricula to the proposed draft framework.

This document represents the work of many Maryland foreign language educators under the direction of the task force. It includes a section to assist local school systems in their curriculum development efforts.

INTRODUCTION

A Statement of Purpose

Foreign Language: A Maryland Curricular Framework is designed to assist administrators and teachers in planning, developing, and implementing foreign language curricula. It provides a broad outline from which local systems may construct comprehensive foreign language programs. The materials presented will assist local school systems in:

Planning local curricula
Developing a local philosophy
Defining a local set of goals and subgoals
Developing a local scope and sequence
Evaluating the extent to which the goals and subgoals are contained in current curricular offerings
Identifying needed curricular content and instructional strategies.

Assistance may also be found with selecting curricular material, identifying teaching and learning strategies, and evaluating comprehensive foreign language educational programs.

This document is organized in three major parts:

The Philosophy—This section defines the nature of foreign language and describes its relationship with society, the learner, and the school curriculum.

Goals, Subgoals, and Expectancies—The two broad goal statements addressing language and culture derive from the philosophy and represent the overarching goals of all three types of foreign language curricula: modern foreign languages, classical languages, and exploratory languages.

A separate set of subgoals is included for each of the three foreign language curricular areas. The subgoals give direction and clarity to the goals and differentiate the three different types of foreign language curricula. The expectancies are behavioral statements that further define and clarify each subgoal.

Curriculum Development Process—This section describes how to develop and use goals, subgoals, and expectancies in the preparation of foreign language scope and sequences and instructional units.

PHILOSOPHY

The Nature of Foreign Language

Language is a mode of communication and a connection to the community and to the world. Language is used to identify the surrounding environment and to share thoughts and feelings with others. Language is central to the understanding of another culture. The ability to communicate in another language gives one access to a world not previously known. New people, ideas, and experiences become accessible. Knowledge of a foreign language enhances one's appreciation of other cultures and of the roots of Western civilization.

Foreign Language and Society

As the competitiveness of the United States in the world marketplace becomes a national priority, communicating in the language of the consumer, both at home and abroad, takes on special significance. As Maryland strives to increase its world exports, its citizens become increasingly dependent on effective global communication. The skills developed in the foreign language classroom are of great value, especially in education, business, world trade, travel, national security, and diplomacy. In the case of the classical languages, these skills also lead students from an understanding of the Greco-Roman influence on Western civilization to an appreciation of cultural diversity emanating from a common historical past.

Foreign Language and the Learner

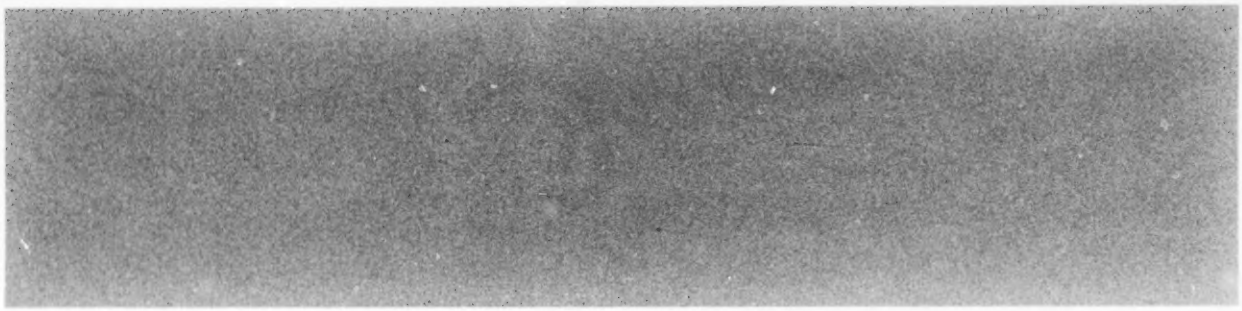
Empirical findings regarding the personal benefits of foreign language study show that knowledge of a second language fosters a sense of humanity and friendship and increases the ability to adapt to different environments and modes of acting and thinking. Through the second language the student develops a clearer understanding of the English language and greater sensitivity to structure, vocabulary, and syntax. In addition, foreign language learners exhibit greater achievement in other subjects including reading, social studies, and mathematics. One recent research study indicates that the SAT verbal scores of students who have taken four to five years of foreign language were higher than verbal scores of students who had taken four or five years of any other subject. Learning a foreign language also enlarges career opportunities and facilitates world travel for business, pleasure, or education.

Foreign Language and the Curriculum

The fundamental purpose of foreign language instruction is to enable students to communicate in a foreign language and to better understand and appreciate other cultures. Today, more than ever, culture and language exist side by side in the foreign language curriculum.

Whether in the modern, classical, or exploratory foreign language curriculum, language and culture must be integrated. The teaching of culture might include awareness of greetings, meal preparation, and attitudes toward family life; or information about monuments, geographical features, and literature. In addition to imparting information, the teaching of culture should include developing a heightened awareness of other cultures.

Most foreign language curricula at any level concentrate on the four skills of listening, speaking, reading, and writing in addition to culture. However, these skills do not necessarily receive equal emphasis in teaching or equal expectations in terms of outcomes. For instance, the classical language curriculum focuses very little on the speaking skill. Even though many texts and basic materials stress a four-skills approach, the curriculum can be designed to emphasize selected skills. This decision should be based on student needs and interests and should recognize the constraints and goals of the local school district.



The foreign language classroom may also be the medium of learning content and the basis for a very wide range of interdisciplinary activities: instructional activities that deal with art, career awareness, contributions to science and technology, literature, public institutions, everyday life, architecture, theater, history, social conditions, music, economics, and geography.

Modern Foreign Language Curriculum

The primary emphasis in the teaching of modern foreign language is the development of proficiency on the part of the student. Proficiency in a modern language is the ability to convey and receive oral or written messages within the context of another culture. Proficiency consists of the learners' communicative and linguistic competence. Communicative competence is the students' ability to "get the message across" notwithstanding grammatical or syntactical errors. It is acquired early in the foreign language program and is continually refined through further experience and study. Linguistic competence refers to the students' ability to use the rules of the language in an increasingly accurate fashion and is achieved over a period of time. Linguistic competence increases and enhances the students' proficiency by making messages more meaningful precisely because accuracy clarifies meaning. Both communicative competence and linguistic competence develop over time, continually contributing to growth in proficiency, but they do not necessarily develop at the same rate.

Classical Language Curriculum

The primary purpose of a classical language curriculum is the development of direct comprehension in reading classical selections, coupled with the increasing ability to translate them into idiomatic English. Concurrent with this process, the students' English vocabulary is expanded through the study of roots and borrowed words, and the students' knowledge of grammatical English structure is strengthened. Through the study of Latin and Greek, students become more cognizant of the Greco-Roman contributions to Western civilization, as well as of their own national heritage that is rooted in the Greco-Roman tradition.

Exploratory Language Curriculum

Exploratory language curricula introduce students to other cultures and languages. The rationale for such curricula is to provide a general and diverse learning situation where students are introduced to communication systems, language concepts, diversity in cultures, as well as the advantages of second language acquisition. Genuine fluency in the target language is not the goal of an exploratory language program.

GOAL 1

To use foreign languages effectively and appropriately in a range of situations and for a variety of purposes.

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GOAL 2

To demonstrate knowledge and develop awareness and appreciation of other languages and cultures.

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FOREIGN LANGUAGE
GOALS, SUBGOALS, AND EXPECTANCIES

Goals of All Foreign Language Curricula

The goals for modern foreign languages, classical languages, and exploratory languages are to enable students:

1.0 To use foreign languages effectively and appropriately in a range of situations and for a variety of purposes.

2.0 To demonstrate knowledge and develop awareness and appreciation of other languages and cultures.

MODERN FOREIGN LANGUAGES

In teaching modern foreign languages, the emphasis is on what students *can do with language* (functional use) rather than what students *know about language* (rules of the language). This emphasis is most critical for teaching speaking and writing. In teaching speaking skills, emphasis is placed on activities which involve meaningful language use. In teaching writing skills, instruction must develop the students' ability to convey meaningful messages in written form, thereby reinforcing a wide range of basic skills.

Cultural awareness assists students in communicating within the context of another culture. Cultural awareness is developed through increased knowledge and experiences, which in school settings are limited to the confines of the classroom. However, authentic and prolonged interaction with the culture and its people outside the classroom environment is the most effective method for developing sensitivity to other cultures. Thus the role of classroom instruction is to prepare the student to benefit most fully from authentic cross-cultural experiences.

A modern foreign language curriculum is articulated and advances student competencies systematically. Communicative skills develop over time through a process that encourages continuous expansion of skills, even when grammatical and syntactical accuracy is limited. This process is a spiraling one in which the language tasks evolve from the students' operating with memorized material to creating with language. In content, students move from everyday vocabulary to that of broader areas of contemporary events and issues; they control simple structures before complex ones, and the partial control they demonstrate at the beginning levels becomes fuller control in later years. Finally, students expand the contexts of their communication from basic everyday needs to familiar interest areas to the larger world of ideas. The image of ever larger concentric circles is more reflective of a proficiency-oriented curricular sequence than is the vertical building block image of the past.

Goals, Subgoals, and Expectancies

Goal 1.0 To use foreign languages effectively and appropriately in a range of situations and for a variety of purposes.

Subgoal 1.1 Understand the foreign language as it is spoken in formal and informal social situations.

Expectancies

The learner:

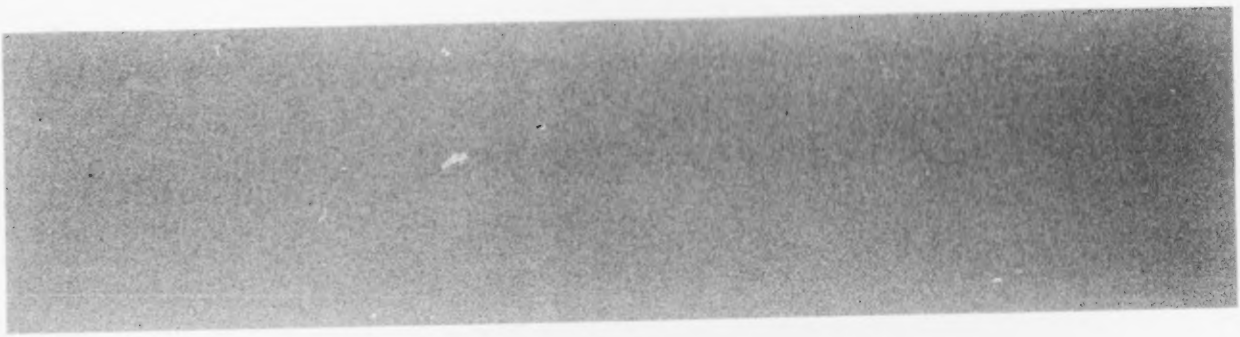
Level I*

- comprehends classroom instructions and directions
- interprets simple pre-recorded materials
- recognizes words and phrases in face-to-face conversations in learned content areas
- understands teacher talk at a deliberate rate with some repetition

Level II

- understands conversations on familiar topics
- comprehends information questions about self, family, and interests
- recognizes short explanations about food, shelter, and travel in basic survival situations

**The term "level" in Goal 1 of the Modern Foreign Languages section refers to the stages in a sequential language program. Level is not necessarily synonomous with school year.*



- interprets speech containing high-frequency structures and vocabulary in meaningful situations

Level III
- understands conversations dealing with familiar topics
- recognizes explanations of unfamiliar topics in areas of interest
- interprets main ideas and some facts contained in short explanations or narratives
- comprehends speech delivered by a native speaker used to dealing with language learners

Level IV
- understands conversations on a range of topics including current events and routine matters
- interprets relevant details and the sequence of events in descriptions and narrations
- comprehends speech delivered by a native speaker used to dealing with language learners

Advanced Level Instruction
- recognizes main ideas and most supporting details in conversations and discussions on a full range of concrete topics
- understands television and radio programs on topics such as weather, advertisements, sports, and news reports
- interprets topics studied when presented on TV or radio or in plays or movies

Subgoal 1.2 Speak the foreign language in formal and informal social situations.

Expectancies

The learner:

Level I
- expresses greetings, leave-taking requests, descriptions, and personalized statements in the classroom setting
- responds to basic information questions on familiar topics
- obtains basic information such as name, date, time, place

Level II
- expresses basic needs in simple survival and travel situations
- states preferences and opinions about familiar topics
- responds to information questions by adapting learned material
- sustains a simple, face-to-face conversation on familiar topics
- communicates with native speakers used to dealing with foreigners

Level III
- sustains a face-to-face conversation on familiar topics
- obtains practical information to satisfy routine travel and survival needs
- expresses personal needs, beyond simple survival situations, when speaking with native speakers used to dealing with foreigners
- states preferences and opinions on familiar topics of interest

Level IV
- sustains a general conversation on factual topics beyond basic survival needs
- expresses and supports preferences and opinions about familiar topics and areas of interest
- narrates present, past, and future events in areas of personal interest

Advanced Level Instruction
- sustains a conversation that addresses familiar topics or areas of interest
- initiates and pursues conversation necessary to satisfy survival needs and social demands
- explains topics of interest in detail
- expresses and supports preferences and opinions about familiar topics and areas of interest
- narrates, describes, and explains concrete events in past, present, and future time

Subgoal 1.3 Comprehend a variety of reading material.

Expectancies

The learner:

Level I
- understands written classroom instructions and directions
- interprets short texts containing high frequency vocabulary and structures
- comprehends authentic materials consisting of signs, addresses, menus, timetables

Level II
- comprehends the simplest authentic text dealing with areas of student interest
- understands messages, greetings, and short notes on everyday topics
- recognizes learned materials and their recombinations

Level III
- comprehends short literary selections in a familiar context such as anecdotes, fables, simple poems, songs, and short narratives
- understands authentic materials such as social notes, letters, and invitations

Level IV
- recognizes main ideas in simple authentic prose on familiar subjects such as those found in newspapers and popular magazines
- interprets factual information and main ideas in selected unabridged texts of a literary nature with teacher guidance and direction

Advanced Level Instruction
- interprets key information and some supporting statements in current authentic materials such as newspapers, advertisements, public announcements, popular magazines, travel guides, and brochures
- recognizes facts and narrative action in selected literary novels, plays, short stories, and poems

Subgoal 1.4 Write the foreign language for communication.

Expectancies

The learner:

Level I
- copies accurately words, phrases, and short sentences
- composes lists such as personal reminders
- fills in information on simple forms requesting personal data
- produces short notes or messages of a personal nature based upon memorized material
- writes short guided journal entries using previously learned materials

Level II
- writes short messages, postcards, and friendly letters on very familiar topics
- takes simple notes on material dealing with familiar topics
- requests information to meet limited practical and personal needs
- writes short journal entries on assigned familiar topics using previously learned material

Level III
- writes messages and letters presenting information based on personal interests
- takes notes on familiar topics
- writes short journal entries on topics of personal interest
- expresses original ideas by recombining learned information

Level IV
- takes notes on oral or written discourse dealing with factual topics
- expresses ideas and opinions
- narrates and describes concrete topics in present, past, and future time

Advanced Level Instruction
- writes summaries and essays based upon class discussion or assigned readings
- expresses and supports opinions about familiar topics and areas of interest
- analyzes and interprets authentic materials in areas of interest

Goal 2.0 To demonstrate knowledge and develop awareness and appreciation of other languages and cultures.

The concept of "levels" is not used for Goal 2 in the modern foreign languages but is left to the discretion of the local educational agency and the individual teacher.

Subgoal 2.1 Develop knowledge and awareness of major historical events and geographical aspects of the target culture.

Expectancies

The learner:
- identifies the geographical features of the target countries
- discusses the economic and political status of the target countries as affected by their geographical features
- identifies the dates and importance of significant holidays

- identifies important historical events
- determines the significance of historical events on the target countries
- identifies important historical figures
- determines the contributions of historical figures to the target culture and to other cultures

Subgoal 2.2 Understand and appreciate patterns of daily living, values, and attitudes in order to function appropriately in the target culture.

Expectancies

The learner:

- identifies daily living patterns in terms of meal schedules, foods and menus, leisure activities, school schedules and behaviors, tipping, and etiquette of the target culture
- compares and contrasts the various ways holidays are celebrated
- demonstrates appropriate greeting and leave-taking procedures
- recognizes appropriate gestures and other non-verbal signals
- develops a sensitivity toward personal interactions: proximity of speakers for conversational comfort, formal and informal language, eye contact, handshaking, privacy
- develops an awareness of the concept of time in the target countries

Subgoal 2.3 Demonstrate knowledge of scientific, literary, and artistic contributions of the target culture and their influence on other cultures.

Expectancies

The learner:

- identifies important artistic, literary, and philosophical figures and movements and recognizes their contribution to the humanities
- explains how cultural attitudes influenced the behavior of individuals in the literature under study

Subgoal 2.4 Understand the role of a variety of social institutions and compare that role with similar institutions in the native culture.

Expectancies

The learner:

- discusses the role of men, women, and children in the target culture
- identifies forms of government and influential political leaders in the target culture
- becomes aware of the role of religion in the target culture
- becomes aware of the role of the media in the target culture

CLASSICAL LANGUAGES

The major emphasis in the study of Latin and classical Greek is placed on reading comprehension, translation, and the study of the relationship between classical structure and vocabulary and that of English. The curriculum includes material on the civilization and culture of ancient Greece and Rome which is studied and discussed in terms of its impact through the ages on the Western world. The curriculum is structured, sequenced, and articulated through the first two levels of instruction. Traditionally, the third and fourth levels emphasize the study of literary selections and other selected aspects of civilization.

The use of oral Latin and classical Greek, although not specifically addressed in this document, can be a useful tool and is left to the discretion of the local educational agency or the teacher.

Goals, Subgoals, and Expectancies

Goal 1.0 To use foreign languages effectively and appropriately in a range of situations and for a variety of purposes.

Subgoal 1.1 Read orally.

Expectancies

The learner:

Level I

- pronounces consonants, vowels, diphthongs, and individual words
- reads target language orally with classical pronunciation and accent

Level II

- reads aloud, giving attention to word and phrase groupings and meaningful expression

Levels III, IV and Beyond*

- reads aloud with particular attention to cadence and versification, where appropriate

Subgoal 1.2 Translate selected reading material from the classical language into literal and idiomatic English.

Expectancies

The learner:

Level I

- comprehends and translates short phrases, expressions, abbreviations, and proverbs from the classical language
- comprehends and translates simple sentences of composed and original Latin or Greek
- comprehends and translates simple connected passages

**The upper levels have been combined because the works of literature covered at these levels are of comparable difficulty.*

Level II
- comprehends and translates connected passages of increasing difficulty, including a few edited versions of original passages

Levels III, IV and Beyond
- comprehends and translates selected passages of original literature interpreting them through critical analysis

Subgoal 1.3 Understand the role of classical language in the fields of etymology and morphology.

Expectancies

The learner:

Level I
- recognizes prefixes, suffixes, root words, and borrowed words
- recognizes English words derived from vocabulary being studied
- identifies synonyms and antonyms within the target vocabulary
- notes the similarities between classical and modern language through the study of cognates

Level II
- increases the skills acquired in Level I through expanded vocabulary acquisition
- identifies basic terminology of various occupations and disciplines derived from the classical languages

Levels III, IV and Beyond
- increases the skills acquired in the previous levels through expanded vocabulary acquisition

Subgoal 1.4 Recognize grammatical structures and vocabulary in the classical languages and compare and contrast them with English.

Expectancies

The learner:

Level I
- comprehends the use of gender in the classical language and recognizes endings
- comprehends and identifies within sentences the interrelationship of the grammatical elements of the classical language
- comprehends and uses vocabulary within a limited context

Level II
- analyzes more complex grammatical concepts such as indirect discourse, the ablative absolute, and subjunctive
- continues to build a functional vocabulary
- interprets selected sentences and passages with idiomatic accuracy, some of which may contain the subjunctive

Levels III, IV and Beyond
- continues to analyze more advanced grammatical concepts such as the subjunctive mood
- understands and uses the specialized vocabulary and structure of the classical works under study

Goal 2.0 To demonstrate knowledge and develop awareness and appreciation of other languages and cultures.

Subgoal 2.1 Know and appreciate the significant major historical events and the geopolitical aspects of ancient civilizations.

Expectancies

The learner:

Level I
- identifies prominent places and geographical landmarks within the Roman Empire or Greek civilization
- demonstrates a basic knowledge of classical history and related legends and myths
- identifies major historical figures of the Greco-Roman world

Level II
- identifies the places and geographical features in and beyond the Roman/Greek world using the classical names
- demonstrates an understanding of the classical history and major historical figures pertinent to the selections under study

Levels III, IV and Beyond
- demonstrates the ability to analyze in literature the relationships between historical events and geopolitical factors

Subgoal 2.2 Understand the patterns of the ancients' daily living, values, and attitudes, and appreciate their influence on modern cultures and civilizations.

Expectancies

The learner:

Level I
- demonstrates a knowledge of selected aspects of daily life, private and public, in the classical world, such as food, clothing, housing, family structure, religion/mythology, slavery, education, the numbering system, occupations, and leisure activities

Level II

- expands knowledge of daily life in the classical world, including such items as transportation, art, architecture, the military organization, government, and political systems

Levels III, IV and Beyond

- explains how cultural attitudes influenced the behavior of individuals in the literature under study
- demonstrates a sophisticated awareness of the influence of the classical culture on the modern world

EXPLORATORY LANGUAGE

Exploratory language curricula provide an introduction to one language or several languages. Where several languages are offered, each language should have different linguistic content. Although the amount of language learned is admittedly limited, the program should strive to give as accurate a picture of language learning as possible.

A short term exploratory language curriculum may serve as a preliminary experience leading into a regular sequential foreign language program. A longer foreign language exploratory experience may be considered an enrichment vehicle in itself. Exploratory programs are distinguished from sequential programs in that they are not designed primarily as the foundation of a projected long sequence of language instruction. They are self-contained programs that may range in duration from several weeks to a year.

Exploratory language programs, with appropriate modifications, may be offered at any grade level, but more typically are found in the middle school setting. These programs may have different names from one local school system to another (i.e., Foreign Language Appreciation, Foreign Language Experience, Foreign Language Awareness, etc.). The basic premise of an exploratory language curriculum is that all students should be exposed to foreign language learning.

Goals, Subgoals, and Expectancies

Goal 1.0 To use foreign languages effectively and appropriately in a range of situations and for a variety of purposes.

Subgoal 1.1 Understand a limited amount of linguistic material in the foreign language as spoken in structured situations by the teacher and other language learners.

Expectancies

The learner:

- understands classroom instructions and directions
- interprets pre-recorded materials
- comprehends teacher talk at a deliberate rate with some repetition

Subgoal 1.2 Use a limited amount of linguistic material orally in specifically designated situations.

Expectancies

The learner:

- expresses greetings, leave taking, requests, descriptions, simple directions, selected classroom vocabulary, and personalized statements
- uses numerical expressions related to counting, time, dates, months, and currency

Subgoal 1.3 Read with comprehension a limited amount of linguistic material that has been practiced for listening and speaking.

Expectancies

The learner:

- reads with understanding greetings, farewells, requests, descriptions, simple directions, and selected classroom vocabulary
- reads with comprehension authentic materials such as signs, addresses, names, menus, and timetables

Subgoal 1.4 Spell familiar terms and write simple expressions which have been practiced through listening, speaking, and reading.

Expectancies

The learner:

- writes and spells correctly terms and expressions from a particular unit that have already been presented orally in the target language

Subgoal 1.5 Compare and contrast with their English equivalents a limited number of grammatical structures and vocabulary items in the language studied.

Expectancies

The learner:

- identifies meanings of common roots, prefixes, suffixes, selected expressions, and meanings of specific borrowed words
- compares and contrasts characteristics of different languages

Subgoal 1.6 Understand the advantages of foreign language study in a wide range of occupations.
Expectancies

The learner:

- recognizes and discusses specific occupations and situations where knowledge of a foreign language is useful

Subgoal 1.7 Improve skills in native language.
Expectancies

The learner:

- increases knowledge of the grammatical structure of his native language

Goal 2.0 To demonstrate knowledge and develop awareness and appreciation of other languages and cultures.

Subgoal 2.1 Know characteristics which are common to all communication systems.
Expectancies

The learner:

- understands the concept that all languages are means of communication
- recognizes that language is a form of social behavior
- comprehends that language is constantly changing

Subgoal 2.2 Describe different types of communication systems.
Expectancies

The learner:

- recognizes various means of communication such as computer language, signs and symbols, artificial language and major language families

Subgoal 2.3 Understand the role of language in the development of civilizations and cultures.
Expectancies

The learner:

- shows an awareness of different cultures and their languages as well as their contributions to our country and the world
- becomes familiar with the similarities and differences in language patterns

Subgoal 2.4 Know how languages develop and change.
Expectancies

The learner:

- identifies some Latin and Greek roots, prefixes, and suffixes or borrowed words from other languages being taught
- recognizes the languages of the Indo-European family
- becomes familiar with the evolution of the languages being taught

Subgoal 2.5 Know basic geography of the countries and regions being studied.
Expectancies

The learner:

- locates selected countries and their capitals
- has knowledge of the physical characteristics of selected countries such as mountains, rivers, major cities, boundaries

Subgoal 2.6 Understand the major daily living patterns of the people being studied.
Expectancies

The learner:

- discusses patterns of daily living and their relationship to the target language and culture
- becomes familiar with family structure, education, work, eating habits, and recreation of the target culture

Subgoal 2.7 Know of the cultural and historical contributions of the peoples being studied.
Expectancies

The learner:

- demonstrates through discussion familiarity with music, literature, art, architecture, historical figures, and events of other cultures

CURRICULUM ASSESSMENT AND DEVELOPMENT

This section is designed as a guide for curriculum specialists and teachers to assess existing curricula and develop new curricula. The material is organized around the four essential components of the written school curriculum: an underlying philosophy, the overall goals of the program, the scope and sequence, and the classroom instructional units. Each component is described in terms of its purpose, its specific elements, and assessment and development. In addition, an example from an existing Maryland curriculum guide is given for each component.

PHILOSOPHY

A philosophy is an explicit statement of the beliefs which should direct all aspects of a school system's curriculum. Developing a statement of philosophy allows educators in a system to reach consensus about the nature of the subject matter as it relates to the instructional program. A clear statement of philosophy, therefore, can aid the school system in developing goals, specifying instructional strategies, and assessing programs.

A comprehensive philosophy should begin by addressing the subject matter—its relationship to society and its relationship to learners. Based upon a synthesis of these elements, a clear position statement should be developed to direct the structuring of the curriculum.

The Subject Matter

This section should describe subject matter to be taught and the disciplines from which the curriculum should be drawn. It should address the underlying premises and values as well as the investigative strategies and processes inherent in these disciplines.

Society

Society's needs in relation to the subject matter should be of primary importance when planning a program. This section of the philosophy should describe these needs and how they can be met by a comprehensive curriculum.

The Learner

The system's set of beliefs about the needs of students is found here. These needs include those which are influenced by the external demands of society and those which, if met, would lead to personal fulfillment.

The Curricular Statement

The curricular statement is the culminating section of the philosophy. It synthesizes the needs of society and the learner with the subject matter content to produce a rationale for the curriculum.

Developing a Philosophy

To develop a program philosophy it may be useful to review the explicit philosophies in existence at the local, state, and national level. Implicit beliefs held by the local community should also be identified and considered. Finally, a system-wide consensus should be reached on the key beliefs outlined in the final product.

Example of a Local Foreign Language Philosophy

Language is verbalized thought. It is a characteristic that distinguishes mankind from lower beings by providing the opportunity to develop a collected body of knowledge. The way that this knowledge is developed and expressed is greatly influenced by the culture in which the individual lives. Thus it is important for the student to have an understanding of his own language and culture. At the same time, it is obvious that if he comprehends only his own language and culture, his perspective on life is limited.

Students are interested in practical language for communication. They desire to communicate on a daily basis about topics within their level of experience. Therefore, the goals which we set must be purposeful and meaningful to the students. These goals must be realistic, attainable, and measurable. The need for intercultural understanding is ever present, and foreign language learning can lead to achieving this goal. The relationship of foreign language courses to courses in other subject areas and to career objectives must also become an in-

herent part of our curriculum. There are both intellectual and humanistic goals to language study, and these must be made evident to the student. In essence, foreign language study is an invaluable tool in the world of today and of the future. It is the responsibility of foreign language educators to make all the goals and values of foreign language study known to students and to show students on a day-to-day basis how they are moving toward the achievement of the expected goals.

The foreign language teacher should be recognized as an informed and well-qualified professional who will seek to achieve the goals of foreign language study by utilizing creative and effective techniques. The specific techniques to be used in meeting the goal of the specific activity and the needs of the students should be determined by the individual teacher. Innovative as well as proven techniques should be encouraged to achieve the flexibility necessitated by the varied objectives for foreign language study. The specific techniques used will encourage student progress in the four linguistic skill areas of listening, speaking, reading, and writing as well as cultural understanding.

GOALS

Goals are broad generalized statements derived from the philosophy that determine the curriculum. They set the direction of the program by identifying those learner outcomes which are to be achieved through the program.

Since program goals are broad, subgoals may be used to define the major areas covered by each goal. Additional levels of behavior statements may be written to further specify the expected behaviors within each subgoal.

Developing Goals

Goals should be developed from and thus reflect the system's philosophy. The chosen set of goals should at minimum incorporate all the goals and subgoals from the state while addressing the specific needs of the community and special populations of children.

Example of a Local Set of Goals

The following is an example of how a local set of goals matches the required state foreign language goals:

A LOCAL SET OF GOALS	STATE FOREIGN LANGUAGE GOALS
1. To effect in the foreign language student an ability to use the target language proficiently and appropriately in a variety of situations.	Goal I (Language)
2. To effect in the foreign language student an awareness and appreciation of other languages and cultures.	Goal II (Culture)

SCOPE AND SEQUENCE

A scope and sequence is a picture of the entire curriculum from the school system level. It provides a broad overview of the content of the curriculum and illustrates the sequencing of the material from one level to the next.

Developing and Assessing a Scope and Sequence

The first step for developing a new scope and sequence, or modifying an existing one, is to review the current curriculum. It may be helpful to answer the following series of questions about the current scope and sequence.

1. Are the topics covered adequate to meet the desired scope of the program?
2. Is the content, as well as its placement, appropriate for the developmental levels of the various types of learners?
3. Is each of the system's goals incorporated into the current scope?
4. Does the sequence follow a logical order and allow for recycling of material when appropriate?

The answers to these questions should be examined and recommendations made for needed changes in the scope and sequence. Once this needs assessment has been completed, the scope and sequence should be revised to reflect the newly developed philosophy and goals.

Example of a Local Scope and Sequence

There are various ways a scope and sequence can be structured to meet the recognized needs of a local educational agency. The following is an example of one system's foreign language scope and sequence. Consistent with the proficiency orientation of the state framework, this scope and sequence is organized around functional objectives. This particular example addresses the four language skill areas of listening, speaking, reading, and writing but does not include culture as a distinct area in the sequence. Each local school system has the option of choosing a different format for including the four skills and culture in developing its scope and sequence.

Example of a Local Scope and Sequence

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
Listening: The student will be able to understand:	• teacher-talk at a deliberate rate with repetition; • classroom instructions and directions; • words and phrases in face-to-face conversations in learned content areas; • main ideas and key words in familiar materials; • simple pre-recorded materials.	• simple questions about self, family, and interests; • simple face-to-face conversations on learned topics; • speech containing high-frequency structures and vocabulary in everyday situations.	• conversations dealing with familiar topics; • main ideas and some details contained in short explanations or narratives.	• main ideas and some details from conversations on a range of topics; • main ideas from weather reports, newscasts, etc.
Speaking: The student will be able to:	• reproduce the sound system with reasonable accuracy; • name/identify people, places, objects, etc.; • give limited response to basic questions; • obtain basic information such as name, date, etc.; • express greetings, descriptions, agreement, disagreement, minimal courtesy, etc.	• participate in simple conversations directed by teacher; • state preferences and opinions; • ask and answer information questions; • express basic needs in simple survival/travel situations.	• participate in face-to-face conversations on familiar topics; • state and support preferences and opinions on topics of interest; • elicit practical information to satisfy basic travel/survival needs.	• narrate present, past, and future events in areas of personal interest; • initiate conversations necessary to satisfy survival needs and social demands.
Reading: The student will be able to:	• comprehend written classroom instructions/directions; • comprehend printed material such as signs, addresses, menus, etc.; • comprehend short selections containing high-frequency structures; • interpret symbols in the writing system; • select main ideas and key words in familiar material.	• comprehend messages, questions, short notes on everyday topics; • determine main ideas and some supporting detail in simple materials; • comprehend learned materials and their recombinations.	• understand adapted short stories, poems, and abridged works; • understand authentic materials such as social notes, letters, and invitations.	• comprehend with teacher guidance factual information and main ideas in selected unabridged materials; • comprehend key information and some supporting statements in current authentic materials.
Writing: The student will be able to:	• copy words, phrases, short sentences accurately; • list/spell familiar items; • fill in information on simple forms (personal data); • write simple paragraphs using memorized material; • produce short notes or messages of a personal nature.	• write short messages, postcards, personal letters; • request information to meet limited practical and personal needs; • write short paragraphs on assigned familiar topics.	• write messages and letters using a variety of tenses; • take notes in target language with teacher-guidance; • write paragraphs on topics of interest; • begin to express original ideas.	• take notes in target language on factual topics; • express ideas and opinions with limited support statements; • write short essays using a variety of tenses.

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Example of a Local Match with a State Foreign Language Goal

To assess local programs, it is helpful to complete a match between goals established by the local system and those of the state. The following is an example of a match between state subgoals and local curriculum for Goal 1.0 in the Modern Foreign Languages.

GOAL 1

To use foreign languages effectively and appropriately in a range of situations and for a variety of purposes.

MODERN FOREIGN LANGUAGES

Spanish

SUBGOAL 1.1 Understand the foreign language as it is spoken in formal and informal social situations.	**SUBGOAL 1.2** Speak the foreign language in formal and informal social situations.	**SUBGOAL 1.3** Comprehend a variety of reading material.	**SUBGOAL 1.4** Write the foreign language for communication.
LEVEL I	**LEVEL I**	**LEVEL I**	**LEVEL I**
X classroom instructions, directions	X express greetings, requests, descriptions, personalized statements	– classroom instructions	– copy accurately words, phrases and short sentences
X simple pre-recorded materials	X respond to questions about familiar topics	X short texts containing high frequency vocabulary, structures	– compose lists
X face-to-face conversations about learned materials	– obtain information such as name, date, time, place	– signs, addresses, menus, timetables	– fill in forms requesting personal data
X teacher-talk with some repetition			– produce short notes or messages
			X write short journal entries using previously learned material
LEVEL II	**LEVEL II**	**LEVEL II**	**LEVEL II**
X conversations on familiar topics	X express basic survival needs	– simple authentic texts	– write short messages, postcards, friendly letters
X questions about self, family	X state opinions about familiar topics	X messages, greetings, short notes	X take simple notes
– short explanations about food, shelter, travel	– adapt learned material	X learned materials, recombined data	X request information to meet limited personal needs
– speech containing high frequency structures	– carry on face-to-face conversations		– write short journal entries on assigned topics
	– communicate with natives used to foreign speakers		
LEVEL III	**LEVEL III**	**LEVEL III**	**LEVEL III**
X conversations on familiar topics	X sustain a face-to-face conversation about familiar topics	X literary materials such as short stories, poems, abridged works	X write messages based on personal interests
– explanations of unfamiliar topics	– elicit practical information	– authentic materials such as social notes, letters, invitations	X take notes on familiar topics
X main ideas in short explanations and narratives	– express personal needs when speaking with natives used to foreigners		– write journal entries on topics of personal interest
X native speech delivered by persons familiar with students	X state preferences on topics of interest		X express original ideas by recombining learned material
LEVEL IV	**LEVEL IV**	**LEVEL IV**	**LEVEL IV**
X conversations on a range of topics	X sustain a general conversation on factual topics	– main ideas in newspapers and magazines	– take notes on oral or written discourse
– relevant details and sequence of events in narrations	X discuss opinions about familiar topics	X factual information and main ideas in selected unabridged texts of a literary nature	X express ideas and opinions
X native speech delivered by persons familiar with students	X narrate present, past, future events		X narrate and describe in the present, past, and future
ADVANCED LEVEL	**ADVANCED LEVEL**	**ADVANCED LEVEL**	**ADVANCED LEVEL**
X ideas and details in conversations, especially on concrete topics	X sustain a conversation	– key information and supporting statements in newspapers, magazines, public announcements, travel guides	X write cohesive summaries
– television, radio weather, ads, sports, and news	X initiate and pursue a conversation to satisfy survival needs	X facts and narrative action in literary novels, plays, short stories, and poems	– express and support opinions
– scenes from plays, movies, television and radio that have been studied	– explain in detail		– analyze and interpret authentic materials
	– express and support opinions		
	– narrate, describe, and explain events in past, present and future		

X = Present in local curriculum

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INSTRUCTIONAL UNITS

An instructional unit describes how a topic at a particular level is to be taught. It is a guide for teachers to use in working with their students.

An instructional unit consists of several important elements:

- the title or topic to be covered
- a narrative or outline describing the content to be covered
- a set of objectives derived from the goals and subgoals and defining the scope of the unit or course
- the activities necessary to reach the objectives
- a list of resources, equipment, and supplies
- a description of the evaluation procedures needed to determine whether or not the objectives have been met.

How Are Instructional Units Developed?

The first step in the development process is to examine the existing instructional units. It may be helpful to ask a series of questions about the units:

1. Do the objectives build toward designated goals and subgoals and do they cover the scope of the topic?
2. Is the content, including skills, adequate to cover the topic and is it current?
3. Are the activities adequate for reaching the objectives and are they appropriate for the learner?
4. Is the sequence of learning activities within the unit logical?
5. Are the resources listed adequate for the activities?
6. Does the evaluation relate directly to the stated objectives?

After this needs assessment is completed, a series of decisions must be made. First, is it possible simply to revise the existing units? Second, if this is not possible, are there available units from an outside source that could be adapted to meet the identified needs? Third, if no such program is available, how can new units be developed locally to improve the curriculum?

Once these questions have been answered, it may be helpful to pilot any resulting curriculum changes. The evaluation of such a pilot can be useful in further refining the curriculum.

Example of a Local Instructional Unit

MODERN FOREIGN LANGUAGE: LEVEL II SPANISH

Unit: Food and Social Customs

The following state modern foreign language subgoals are addressed in this unit:

Subgoal 2.2—Understand and appreciate patterns of daily living, values and attitudes in order to function appropriately in the target culture.

2.4—Understand the role of a variety of social institutions and compare that role with similar institutions in the native culture.

UNIT OBJECTIVES:

By the end of this unit the student will be able to:

- Recognize food as a social tool
- Identify foods that are appropriate for specific social events that vary by country and region
- Contrast the attitude of consumption of wine and liqueurs in Spanish speaking countries and America

CONTENT:

The following topics provide suggestions for classroom discussion as well as for introduction of new vocabulary:

1. Celebrations of life and accompanying special foods
   - Birth
   - Birthdays
   - Confirmation
   - Girl's 15th birthday (Quince primaveras)
     - Latin America
   - Wedding reception
   - Anniversaries
   - Wake
2. Celebrations of holidays and accompanying special foods
   - New Year's Day
   - Epiphany
   - Shrove Tuesday
   - Lent
   - Easter
   - Christmas, etc.
3. Food during a typical day
   - Breakfast
   - Lunch—length and time
   - Supper
   - Role of snacking
   - Restaurant menus
4. Role of wine and liqueurs in Spanish speaking countries
   - Map of wine growing regions
   - Economic impact of wine
5. Metrics
   - Conversion tables and charts

SUGGESTED ACTIVITIES:

1. Introduce vocabulary as necessary.
2. Assign speeches and reports on related topics.
3. Have students write and follow recipes.
4. Demonstrate variations in place settings, glasses, etc.
5. Develop small group activities involving metric conversion tables and charts.
6. Have students prepare and photograph dinner at home for friends.
7. Have students study and report on special holiday meals and menus.
8. Use situation cards to have students act out various holiday and everyday customs.
9. Have students prepare a grocery list and go shopping as if they were in a Spanish market.
10. Have students study and present differences in meal order, ways of eating, etc.
11. Have students prepare their own foods from a particular culture and bring them to school to share.
12. Have students translate and prepare recipes.
13. Take students on a field trip to a restaurant typical of the culture they are studying.

RESOURCES FOR TEACHERS:
Cookbooks

EVALUATION:
Unit Tests
Quizzes
Student Reports and Speeches
Role Playing
Culture Capsules
Situation Cards

APPENDICES

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APPENDIX

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